

Duval County Public Schools

Duval Regional Juvenile Detention Center



2019-20 Schoolwide Improvement Plan

| Table of Contents | |
|--------------------------------|----|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 13 |
| Title I Requirements | 15 |
| Budget to Support Goals | 16 |

Duval Regional Juvenile Detention Center

1214 E 8TH ST, Jacksonville, FL 32206

[no web address on file]

Demographics

Principal: Edward Robinson H

Start Date for this Principal: 8/1/2014

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 64% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 13 |
| Title I Requirements | 15 |
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Duval Regional Juvenile Detention Center

1214 E 8TH ST, Jacksonville, FL 32206

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 6-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

School Grades History

Year
Grade

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To establish a highly academic environment that will foster the academic success of all students while participating in a Department of Juvenile Justice Program or Neglected and at risk program. This will ensure that every student is provided educational excellence in every school, in every classroom, for every student, everyday.

Provide the school's vision statement.

Students will be provided a safe and nurturing community so that every student is inspired and prepared for success in college or career, and life.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|------------------|--------------------------|---|
| Robinson, Edward | Principal | Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-through. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. Schools include: Gateway Community Services, Duval Youth Academy, Impact House/JYA, Duval Regional Detention Center, Pre-Trial Detention Center, Youth Development Center, AMIKids Jacksonville. |
| Parker, LaTonya | Assistant Principal | Assistant Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-through. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. Schools include: Gateway Community Services, Duval Youth Academy, Impact House/JYA, Duval Regional Detention Center, Pre-Trial Detention Center, Youth Development Center, AMIKids Jacksonville. |
| Bell, Faye | School Counselor | Guidance Counselor: Academic and student resource and academic support. This includes credit checks, transcript evaluations and regular academic monitoring for students in the program. Schools include: Gateway Community Services, Duval Youth Academy, Impact House/JYA, Duval Regional Detention Center, Pre-Trial Detention Center, Youth Development Center, AMIKids Jacksonville. |
| Green, Evascette | Instructional Technology | Test coordinator and records request are the primary responsibility. Schools include: Gateway Community Services, Duval Youth Academy, Impact House/JYA, Duval Regional Detention Center, Pre-Trial Detention Center, Youth Development Center, AMIKids Jacksonville. |
| Doran, Thomas | Registrar | Scheduling students according to their grade level academic plan. This includes FASTER request, school counselor recommendations and testing history. Schools include: Gateway Community Services, Duval Youth Academy, Impact House/JYA, Duval Regional Detention Center, Pre-Trial Detention Center, Youth Development Center, AMIKids Jacksonville. |

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 3 | 2 | 2 | 0 | 2 | 3 | 3 | 12 | 33 | 64 | 78 | 49 | 22 | 273 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 20 | 42 | 42 | 24 | 12 | 151 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 8 | 26 | 56 | 67 | 45 | 19 | 225 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 3 | 2 | 2 | 0 | 2 | 3 | 3 | 12 | 33 | 64 | 78 | 49 | 22 | 273 | |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | | |

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|-----|----|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 67 | 50 | 33 | 100 | 40 | 0 | 43 | 67 | 29 | 12 | 19 | 23 | 17 | 500 |
| One or more suspensions | 33 | 0 | 0 | 50 | 0 | 0 | 31 | 51 | 16 | 14 | 15 | 7 | 13 | 230 |
| Course failure in ELA or Math | 0 | 0 | 0 | 25 | 0 | 0 | 23 | 27 | 46 | 15 | 22 | 20 | 24 | 202 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 100 | 40 | 0 | 38 | 43 | 45 | 60 | 70 | 45 | 10 | 451 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|-----|-----|-----|-----|-----|-----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 8 | 14 | 11 | 13 | 11 | 20 | 119 | 208 | 288 | 576 | 410 | 231 | 58 | 1967 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 47% | 56% | 0% | 46% | 53% |
| ELA Learning Gains | 0% | 48% | 51% | 0% | 45% | 49% |
| ELA Lowest 25th Percentile | 0% | 42% | 42% | 0% | 39% | 41% |
| Math Achievement | 0% | 51% | 51% | 0% | 59% | 49% |
| Math Learning Gains | 0% | 52% | 48% | 0% | 52% | 44% |
| Math Lowest 25th Percentile | 0% | 47% | 45% | 0% | 45% | 39% |
| Science Achievement | 0% | 65% | 68% | 0% | 64% | 65% |
| Social Studies Achievement | 0% | 70% | 73% | 0% | 64% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|--------|---------|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 3 (0) | 12 (0) | 33 (0) | 64 (0) | 78 (0) | 49 (0) | 22 (0) | 261 (0) |
| Attendance below 90 percent | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 3 (0) | 8 (0) | 20 (0) | 42 (0) | 42 (0) | 24 (0) | 12 (0) | 151 (0) |
| Level 1 on statewide assessment | 2 (0) | 8 (0) | 26 (0) | 56 (0) | 67 (0) | 45 (0) | 19 (0) | 223 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% All Students | N/A |
| Total Number of Subgroups Missing the Target | |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Subgroup Data | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA data showed the lowest performance. The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math showed the greatest decline from the prior year. The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency; and foster care.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average. Youth Development Math average for 2018-19 school year was 23%. The contributing factors to this achievement gap are students come multiple grade levels behind, have poor attendance, exemplified poor behavior both academically and socially, are involved with juvenile delinquency and are part of the Foster Care System.

Which data component showed the most improvement? What new actions did your school take in this area?

Reading and promotion and graduation rates showed the most improvement in our programs. When students are enrolled they get a credit check within 3 days of enrollment. The student is then enrolled in all classes that will work toward graduation requirements only. (No enrollment in classes that can't assist in meeting graduation requirement)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reading and Math is the major concern for Youth Development Programs. They are the main contributing factors for meeting promotion and graduation requirements. We have a major focus in these areas and are utilizing the district's academic platforms for remediation, grade recovery and promotion.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Graduation rate
2. Promotion rate
3. Reading gains
4. Math gains
5. Grade recovery

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. If this area improves so will student achievement. |
| Rationale | Teachers have multiple preparations of subject area content; Example: M/J 2, Algebra 1, Algebra 2, Geometry and Liberal Arts Math taught simultaneously. |
| State the measurable outcome the school plans to achieve | The measurable outcomes will be shown by improved WIN Assessment scores, Math gains on district and state EOC assessments, and improved promotion rate. |
| Person responsible for monitoring outcome | Edward Robinson (robinsons2@duvalschools.org) |
| Evidence-based Strategy | Teachers will use PLATO instructional software and well as District provided blended learning to enhance the instructional outcomes of the students. |
| Rationale for Evidence-based Strategy | Due to the high number of course preparations by each teacher, these researched based strategies will assist in the differentiation of instruction for all the teachers. These strategy will ensure that all students are provided with state aligned subject area content daily. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Professional development to support student engagement and differentiation. 2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development 3. Teachers will incorporate the four (4) pillars of instruction, (Full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement. 4. Early Dismissal Professional Development will be used to development multiple strategies for lesson plan development. 5. Early Dismissal <p>Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.</p> |
| Person Responsible | [no one identified] |

#2

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

N/A

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|--------|--------|--|--------|
| 1 | III.A. | Areas of Focus: Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. If this area improves so will student achievement. | \$0.00 |
| 2 | III.A. | Areas of Focus: | \$0.00 |
| Total: | | | \$0.00 |